

CHICORA ELEMENTARY
1912 Success Street
North Charleston, South Carolina 29405

GRADES PK-5 Elementary School

ENROLLMENT 254 Students

PRINCIPAL Mrs. Mary B. Reynolds 843-745-7100

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	5	20	31	3

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

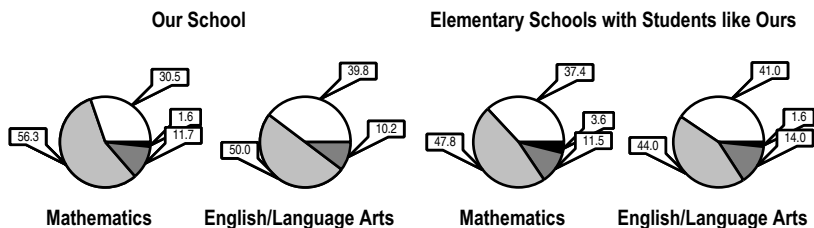
SOUTH CAROLINA PERFORMANCE GOAL





By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Good	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	45	33
Percent satisfied with learning environment	96.7%	82.2%	90.9%
Percent satisfied with social and physical environment	93.3%	80.0%	93.9%
Percent satisfied with home-school relations	56.7%	90.9%	81.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	164	99.4	39.8	50.0	10.2	N/A	10.2	17.6
Gender								
Male	87	98.9	50.8	43.1	6.2	N/A	6.2	17.6
Female	77	100.0	28.6	57.1	14.3	N/A	14.3	17.6
Racial/Ethnic Group								
White	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	159	99.4	39.5	50.8	9.7	N/A	9.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	111	100.0	39.6	48.4	12.1	N/A	12.1	17.6
Disabled	53	98.1	40.5	54.1	5.4	N/A	5.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	164	99.4	38.5	49.5	11.9	N/A	11.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	164	99.4	38.5	49.5	11.9	N/A	11.9	17.6
Socio-Economic Status								
Subsidized meals	163	99.4	39.2	50.4	10.4	N/A	10.4	17.6
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	164	99.4	30.5	56.3	11.7	1.6	13.3	15.5
Gender								
Male	87	98.9	27.7	63.1	9.2	N/A	9.2	15.5
Female	77	100.0	33.3	49.2	14.3	3.2	17.5	15.5
Racial/Ethnic Group								
White	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	159	99.4	31.5	55.6	11.3	1.6	12.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	111	100.0	30.8	52.7	14.3	2.2	16.5	15.5
Disabled	53	98.1	29.7	64.9	5.4	N/A	5.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	164	99.4	32.1	52.3	13.8	1.8	15.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	164	99.4	32.1	52.3	13.8	1.8	15.6	15.5
Socio-Economic Status								
Subsidized meals	163	99.4	30.4	56.0	12.0	1.6	13.6	15.5
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	49	N/A	38.3	55.3	6.4	N/A	6.4
	Grade 4	60	N/A	18.6	61.0	20.3	N/A	20.3
	Grade 5	76	N/A	50.7	46.7	2.7	N/A	2.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	44	100.0	43.2	40.5	16.2	N/A	16.2
	Grade 4	57	100.0	25.6	60.5	14.0	N/A	14.0
	Grade 5	63	98.4	50.0	47.9	2.1	N/A	2.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	49	N/A	63.8	34.0	2.1	N/A	2.1
	Grade 4	60	N/A	36.2	29.3	22.4	12.1	34.5
	Grade 5	76	N/A	52.7	43.2	4.1	N/A	4.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	44	100.0	40.5	40.5	16.2	2.7	18.9
	Grade 4	57	100.0	20.9	62.8	14.0	2.3	16.3
	Grade 5	63	98.4	31.3	62.5	6.3	N/A	6.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 254)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 4.0%	2.3%	2.4%
Attendance rate	93.7%	Down from 94.2%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	1.2%	Up from 0.5%	4.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.2%	Up from 9.3%	7.3%	8.0%
Older than usual for grade	20.1%	Up from 1.9%	3.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	50.0%	Down from 54.5%	47.6%	50.0%
Continuing contract teachers	68.8%	Down from 72.7%	77.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.1%	Down from 84.4%	79.4%	86.2%
Teacher attendance rate	95.7%	Down from 97.0%	95.3%	95.3%
Average teacher salary	\$40,713	Up 0.8%	\$37,930	\$39,909
Prof. development days/teacher	21.3 days	N/R	12.7 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	12.7 to 1	Down from 14.9 to 1	16.7 to 1	18.9 to 1
Prime instructional time	87.8%	Down from 90.2%	89.2%	89.7%
Dollars spent per pupil*	\$6,639	Up 27.0%	\$6,970	\$5,892
Percent spent on teacher salaries*	63.3%	Down from 73.2%	63.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	98.9%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Chicora Elementary Family (students, teachers, staff, parents/guardians, and community members) was very excited and happy when it was announced that Chicora Elementary was being honored as a "Palmetto Silver Medallion Winner". This meant that the students had made significant improvements on the PACT 2001-2002 tests. What an accomplishment! Chicora Elementary continues to make improvements in all areas keeping "Excellence is our Standard" as our theme and focus.

We were thrilled to be the recipient of several prestigious grants during the school year. The TAS grant (one of 32 awarded in the state) provided opportunities for small group and individual tutoring in grades K-3 and the CRSD grant (one of four awarded in Charleston County) supported staff development and provided opportunities for more exciting programs such as the twenty-five book campaign, book-of-the-month and a school-wide reading celebration. A state-of-the-art computer lab with a certified teacher intact has been an asset for the school and community. A literacy coach is available to help with staff development, model lessons and curriculum needs. An energetic and enthusiastic faculty and staff are key to the success that is visibly transforming Chicora Elementary School. A highly effective parenting team continues to develop good home/school relationships, and an open door policy by the principal helps ensure a school climate that is friendly and inviting.

The 5th grade teachers agreed to pilot an exciting reading program, Read 180, this year. We anxiously await the results of the 5th grade ELA scores, but already know that 100% of the 5th grade students critiqued the Read 180 program as one they really liked and one they hope will continue in 6th grade. Schools from around the state visited our school this year to observe the students and teachers as they engaged in this kid-friendly reading program.

Pertinent staff development that addresses the specific needs of Chicora Elementary has served us well. We will continue on this course as we constantly assess and determine areas of strength and areas of weakness.

Chicora has a talented, dedicated faculty and staff that work hard each day to provide meaningful experiences and pertinent lessons for our students. The students' potential is great and we must strive daily to unlock that potential and help each of our children become successful. We recognize that "high expectations result in exemplary performance," and that is what we demand for and from the students that attend Chicora Elementary.

Mary Reynolds, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.